

LOS ANGELES UNIFIED SCHOOL DISTRICT
World Languages and Cultures

Spanish 1AB and 2AB		11/07
This course outline provides an overview of the first two years of instruction in Spanish language and culture.		
256011/12	Spanish 1AB	
256013/14	Spanish 2AB	
Course Description		
The purposes of these courses are to develop a basic proficiency in communicating in the Spanish language according to the cultural practices of the countries and regions where Spanish is spoken: Spain, Mexico, Central and South America, the United States, and others.		
COURSE GUIDE		
<i>Foreign Language Framework for California Public Schools, K-12, Sacramento 2003</i>		
California Standards for World Languages are currently being developed; however, the <i>Framework</i> contains outcomes for students within this stage of proficiency.		
Language Learning Continuum		
Listening and Speaking	Engage in communication situations using brief command sequences, real world exchanges and descriptions in interpersonal, interpretive and presentational modes.	
Reading	Decode and comprehend authentic texts within prescribed content stressing factual comprehension.	
Writing	Produce formulaic and created sentences and paragraphs within prescribed content.	
Representative Performance Outcomes and Skills		
At the end of these Spanish language courses, students will be able to:		
<ul style="list-style-type: none"> ● Function in highly predictable common daily interactions including: social encounters, school routines and activities, family, home, foods, recreation, health, clothing, weather, dates and time. Identify elements of history and geography of countries and regions where Spanish is widely spoken. 		
<ul style="list-style-type: none"> ● Demonstrate comprehension of phrases, sentences, dialogues, and short narratives in varied formats as spoken by a variety of native or near-native speakers. 		
<ul style="list-style-type: none"> ● Produce created language orally and in writing: short compositions, narrations, and descriptions with some contextual variation. 		
<ul style="list-style-type: none"> ● Be understood by sympathetic listeners as students continue to develop near-native pronunciation and intonation of standard Spanish. 		
<ul style="list-style-type: none"> ● Demonstrate an understanding of products, practices, and perspectives of customs and cultures of Spanish speakers, especially within the contexts listed above, and their influence on the culture of the United States.. 		
<ul style="list-style-type: none"> ● Demonstrate an understanding of the nature of language by comparing and contrasting basic elements of English and Spanish grammatical norms of morphology, phonology, and syntax: features of gender, tense, mood, number, subject-verb/adjective-noun agreement and written accents. 		
<ul style="list-style-type: none"> ● Use Spanish for self-expression and interaction in the classroom and elsewhere. 		
Assessments will include:		
<ul style="list-style-type: none"> ● Daily formative measures of class participation in individual and group work, and periodic quizzes. 		
<ul style="list-style-type: none"> ● Performance-based activities; interviews, classroom oral and written assessments the <i>Classroom Oral Competency Interview (COCI)</i>, and the <i>Classroom Writing Competency Assessment (CWCA)</i>, periodic exams , and portfolios. The <i>CWCA</i> should normally be administered during Spanish 2B. 		

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Texts/Materials (Courses on Williams list only)
● LAUSD Framework-aligned Textbooks
● Audio and Visual Materials: CD's, DVD's, podcasts, publisher's overhead transparencies and computer program resources, PowerPoint presentations, and realia.
● Variety of outside reading sources: books, magazines, newspapers and articles.